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ABSTRACT

Students at Indiana University, Bloomington who were enrolled in the University Division in the 1979 spring or summer semester but who did not reenroll in the 1979 fall semester were surveyed. The 687 responding students were classified as academic dismissals (32 percent), voluntary withdrawals, (51 percent), or intercampus transfers (17 percent), and were compared on selected academic and biographic measures. Voluntary withdrawal subcategories were further identified: dropouts who had not enrolled at another school and transfers who had enrolled at another school. Females were significantly higher than males in grade point average, high school rank, and cumulative hours. Males were higher on Scholastic Aptitude Scores, but only for math was the difference significant. For the three main types of student categories, information is presented on the following variables: race, marital status, place of residence, entering semester, first semester attended, last semester attended, housing arrangement, class standing, and whether the student's major was declared. The 10 major reasons for leaving the university are identified for each group. Among the reasons cited for students who experienced academic dismissal were low grades, dissatisfaction with academic performance and personal achievement, and personal adjustment problems. Voluntary withdrawal dropouts cited uncertainty of career choice and academic goals, and personal adjustment problems; voluntary withdrawal transfer students cited unavailability of desired major/program or goals not having been achieved; and the intercampus transfers cited low grades, dissatisfaction with academic performance, and personal adjustment problems. Followup results and a questionnaire are included. (SW)

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NONRETURNING UNIVERSITY STUDENTS: WHO ARE THEY AND WHY DID THEY LEAVE?

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INDIANA STUDIES IN HIGHER EDUCATION

NUMBER FORTY-SEVEN

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Abstract

This study investigated 1634 University Division students at Indiana University-Bloomington who were enrolled in the 1979 Spring or Summer semester but who did not reenroll in the 1979 Fall semester. The students were classified as academic dismissals, voluntary withdrawals, or intercampus transfers and compared on selected academic and biographic measures. Based on the survey responses, voluntary withdrawals were further divided into two groups: dropouts who had not enrolled at another school and transfers who had enrolled at another school.

The second part of the study examined the four groups and their responses to financial/employment questions, career and degree goals, and reasons for leaving IU-Bloomington. The number of former students reenrolling in the University for one year following the survey was also reported. Implications of the findings for the University are discussed.

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INTRODUCTION

Student attrition has long been considered an important topic for research among college and university administrators. However, with the projected declines in enrollment and the uncertain economic climate, attrition will assume increased significance for universities in the future. The retention of students once they have matriculated at a university is one cost-effective way of reducing the impact of the declining enrollment and will be one important aspect of the survival of higher education in the 1980's. A recent study by the American Council on Education (Chronicle of Higher Education, February 4, 1980) found that only 50 percent of the freshmen entering the average institution of higher education will graduate from that institution at some point in the future. Many studies have examined the characteristics of students who leave college and the reasons why they leave. Comprehensive reviews of attrition studies can be found in Tinto (1975), Cope (1975), Astin (1977) and Pantages (1978).

Indiana University has also recognized the crucial nature of the attrition phenomenon and its impact on the Bloomington Campus. On January 30, 1981, a university-wide seminar on retention was held under the auspices of Vice President Kenneth Gros Louis. Bringing together faculty and administrators from throughout the University, the seminar specifically addressed questions of the quality of the academic experience (including career motivation, instruction, and residence hall life), the creation and maintenance of the student body (including special programs, financial aids, and minority retention), and relations with the public and the high schools.

This, however, was not the first time the problem had been specifically addressed on the Bloomington campus of Indiana University. The Bureau of Evaluative Studies and Testing began a series of studies in 1975 which attempted to provide a better understanding and awareness of the attrition phenomenon at IU Bloomington. Chase et. al. (1976) provided an overview of the persistence rate of IU students by identifying and comparing academic dropouts, nonacademic dropouts[1] and persisters at various points during an undergraduate's life. Approximately 60 percent of all entering students persisted for eight semesters; of the students who did leave the University, most were not in academic difficulty when they left. Spring-entering students dropped out faster than fall-entering students. Academic dropouts ranked lower than both nonacademic dropouts and persisters on Scholastic Aptitude Test scores and relative high school ranks. This report concluded by raising the question, "Why do students whose work is academically acceptable leave the University?" This question, in part, has directed other Bureau research efforts.

The greatest percentage of attrition occurs during the first two years of an undergraduate career (Cope and Hannah 1975). Brigman and Jacobs (1976) focused on this period by examining student information available in University computer files for the Fall 1974 freshman class.

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[1] In succeeding studies nonacademic dropouts are termed voluntary withdrawals.

Within two years of matriculation, 14 percent were no longer enrolled for academic reasons and 18 percent had voluntarily withdrawn (non-academic reasons). The majority of students exiting during the first year were academic dropouts and profiled as students with marginal academic abilities and having decided at a relatively late date to attend the University. On the other hand, the majority of students exiting during the second year left for nonacademic reasons and were characterized as predominantly females with a high out of state representation.

While the above study focused on the first two years of the undergraduate career through University computer records, Brigman and Stager (1979) examined the characteristics and reasons for the voluntary withdrawal of 360 students from the same freshman class after the successful completion of two years of the undergraduate curriculum. An additional dimension to this study was the use of a mailed questionnaire in order to better assess the reasons for voluntary withdrawal. Survey results showed that 13 percent of these students later returned to IU after stopping out for one semester, 47 percent had transferred to another institution, and 40 percent had dropped out of higher education completely as of Fall 1976. For all three groups of voluntary withdrawals, dissatisfaction with the academic environment was the most pervasive dimension in the withdrawal decision. Stopouts and dropouts considered the lack of career focus and financial demands as significantly more important in their decision to exit IU than did transfer students.

In a study of a different nature also related to persistence, Brigman, Friedman, and Chase (1982) examined the graduation rates of IU Bloomington fall freshman classes between 1970 and 197[illegible]. On the average, 13 percent graduated from IU Bloomington during the fifth year after matriculation. The extension of the traditional four-year undergraduate program may be due to students' stopping out for one or more semesters or enrolling for fewer credit hours each semester.

The purpose of the present study is to continue the investigation of the attrition phenomenon among undergraduate students enrolled in the University Division of IU. Information was obtained from both University computer records and a mailed survey. In addition, the enrollment status of these former students within the IU system was examined for one year following the study.

DESIGN OF THE STUDY

This study examined the characteristics of students who had attended the Bloomington campus of Indiana University (IUB) but had not returned. Specifically, this study focused on the 1,634 undergraduates who enrolled in the University Division[2] in either the 1978-79 Spring semester or the 1979 Summer sessions and did not enroll at the Bloomington campus for the subsequent fall semester. Two groups of students

[2]The University Division serves as the academic home for all freshmen, some sophomores, and selected transfer students until they accumulate 26 or more credit hours, formally declare a major field of study, and certify into an upper division in the University.

were excluded from this study: (1) students who were required by their academic programs to transfer to another IU campus, e.g., Allied Health Sciences and Nursing; and (2) high school students who registered in the University's special summer programs.

At the beginning of the 1979 Fall semester, biographic, academic, and address information was obtained from the University's computerized student data files. The biographic information included sex, race, marital status, age, home state, home county (Indiana only), semester of entrance to IU, size of high school graduation class, last semester attended, last IU campus attended, and academic major. Academic information extracted from the files included relative rank in high school graduation class[3], Scholastic Aptitude Test verbal score (SAT-V), Scholastic Aptitude Test mathematics score (SAT-M), cumulative grade point average (GPA), cumulative number of credit hours earned at IU and academic checklist status.

Based on the information available in the University's files, the former students were divided into three groups. Academic checklist status was the criterion for separating the students who were academically dismissed from those who had electively chosen to leave the University. The variable, last campus attended, was used to segregate a third group of students who had left the Bloomington campus and had enrolled at another campus in the Indiana University System. Thus, the two variables distinguished the three groups as follows:

-- Academic Dismissals (ADs): students who were not permitted to enroll for the 1979 Fall semester because of a poor record of academic success. (See the University Division Bulletin for a specific GPA requirement);

-- Voluntary Withdrawals (VWs): students who were academically eligible to enroll in the University but who did not elect to enroll for the 1979 Fall semester; and

-- Intercampus Transfers (IUTs): students who transferred to another campus in the IU System for the 1979 Fall semester.

The first part of the study focused on a description of these former University Division students.

A two-page questionnaire was developed by the staffs of the Bureau of Evaluative Studies and Testing (BEST) and the University Division. The first section of the questionnaire requested biographic information along with information on the selection of an academic major, application for financial aid, employment situation, and the enrollment pattern of the student at IU-Bloomington. The second section of the questionnaire consisted of 50 items designed to elicit the student's reasons for exiting the University. The former students were asked to evaluate each "reason" on a 0 to 3 scale according to its degree of importance in the decision not to return to the Bloomington campus. The last section requested information about the student's current status and future plans. A space was provided for students to complete a section on name and current address if they were interested in returning to Indiana University (see Appendix A).

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[3]Relative rank expresses a student's rank in his/her high school graduation class in terms of the percentage of students who ranked higher.

Each questionnaire was mailed with a cover letter from the Dean of the University Division explaining the purpose of the survey and requesting the students' participation. The letters were personally addressed and a postage guaranteed return envelope addressed to the Bureau of Evaluative Studies and Testing was included in each of the mailings (see Appendix B). The first mailing to the former students was on October 16, 1979. Four weeks later, a follow-up mailing with a second letter from the Dean of the University Division was sent to those former students who had not responded (see Appendix C).

Based on self-reported survey information, the student respondents who had voluntarily withdrawn (VWs) were further divided into two subgroups:

1) Dropouts (VWDs): former students who had temporarily/ permanently terminated their academic programs of study.

2) Transfers (VWTs): former students who had transferred to schools outside the IU System.

Thus, the first part of the study focused on the population of 1,634 former students who were classified into three groups - ADs, VWs, and IUTs; the second part of the study dealt with the 637 respondents who were classified into four distinct groups - ADs, VWDs, VWTs, and IUTs.

RESULTS

University Computer Records

The first stage of the analysis was the description of the three groups, ADs, VWs, and IUTs, and the examination of the differences among them. Of the 1,634 former University Division students identified in the 1979 Fall semester, 32 percent were academically dismissed (ADs), 51 percent had voluntarily withdrawn (VWs), and 17 percent had transferred to other campuses in the IU System (IUTs). Table 1 provides information on the biographic composition of the three groups.

The three populations were significantly different on all of the variables presented.[4] More than half (58 percent) of the academic dismissals were males while, in contrast, females comprised 60 percent of the voluntary withdrawals and 69 percent of the intercampus transfers.

Two other features, race and marital status, produced interesting findings. While only 32 percent of the former students were ADs, almost one-half (48 percent) of the 272 former minority students were classified as ADs. Of these minority academic dismissals, the number of female students (69) was greater than expected. On another variable, marital status, a higher proportion of voluntary withdrawals was classified as married than in the other two categories combined.

An examination of the residency status of the former students indicated that students from out-of-state were more likely to leave the

[4]Chi square tests were performed on both the three groups and sex within each group for each variable with p set at .01.

University voluntarily than as academic dismissals or intercampus transfers. Over 20 percent of the VWs were out-of-state residents, as compared to 9 percent and 3 percent of the ADs and IUTs respectively. A second point of interest deals with in-state residents only. Over 61 percent of the IUTs within the state were from Indiana's major industrial counties. This percentage was much higher when compared to the ADs and VWs and may be accounted for by students returning home to regional campuses which are primarily located in the major industrial areas of the state.

Among each of the three groups (ADs, VWs, and IUTs), the largest percentage of former students entered the University during the 1978 Fall semester, exited after the 1979 Spring semester, and lived in University residence halls; however, some differences are noteworthy. For example, a much higher than expected number of ADs entered in the 1977 Summer Session; this may be tied to IU's special admission summer program for students with borderline credentials. Another difference is the large percentage of males (22 percent) as compared to females (11 percent) who entered in a spring semester and later chose to voluntarily withdraw. Some aspects of students' residence circumstances in Bloomington also proved interesting. Fewer than 10 percent of the ADs were commuters. Of the 47 former students who lived in a fraternity or sorority, during their last semester, 27 were male ADs; there were no ADs among the sorority residents. About a fourth of the ADs lived in off-campus apartments while a third of the VWs lived in apartments; about two-thirds of the ADs lived in residence halls while only about half of the VWs were from residence halls.

The number of VWs who left at the end of the second session of the 1979 summer program was much higher than would be expected from the total group data as was the number of VW commuting students. The 80 percent figure of the IUTs who entered the Bloomington campus during a fall semester was much greater than the percentage among the other two groups (64 percent); almost one half of the IUTs entered the Bloomington campus in the 1978 Fall semester.

Self reported information indicated that the majority of ADs and VWs were, when last enrolled, freshmen while most of the IUTs (56 percent) were sophomores. While three-fourths of the VW males were freshmen, less than two-thirds of the VW females were members of that class. About 60 percent of ADs and VWs had declared an academic major when they last attended IU, but the figure was much higher (77 percent) for the IUTs.

The academic variables included in the present study provided additional descriptive information on the three populations. Table 2 provides the means and standard deviations for each population.[5] An examination of the academic variables primarily pointed to the distinction between the ADs and the other two groups. As was expected, ADs were the lowest of the three groups on four critical academic variables - relative high school rank, SAT-V, SAT-M, and cumulative GPA. The ADs were significantly lower than the other two groups on GPA and relative rank in high school. On SAT-V and SAT-M, however, only the difference between the ADs and the VWs was significant. The ADs were not significantly lower than the IUTs on these aptitude measures.

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[5]Two way analyses of variance for group and sex were performed with p set at .01; Scheffé technique with p at .05 was used for post hoc comparisons between ADs, VWs, and IUTs.

Table 1. Percentages of academic dismissals, voluntary withdrawals, and intercampus transfers on biographic variables.

Biographic Variable	ACADEMIC DISMISSALS Male N=306	Female N=223	Total N=529	VOLUNTARY WITHDRAWALS Male N=330	Female N=498	Total N=828	INTERCAMPUS TRANSFERS Male N=83	Female N=187	Total N=277	Total N=1634
Race										
Minority[a]	20.6	30.0	24.6	13.3	11.6	12.3	10.6	16.1	14.4	16.7
Other[b]	79.4	70.0	75.4	86.7	88.4	87.7	89.4	83.8	85.6	83.3
Marital Status										
Married	2.6	1.3	2.1	8.5	10.0	9.4	3.5	4.7	4.3	6.2
Single	97.4	98.7	97.9	91.5	90.0	90.6	96.5	95.3	95.7	93.8
State of Residence										
Indiana	91.2	90.6	90.9	79.7	79.7	79.7	97.6	97.4	97.5	86.4
Contiguous States[c]	3.3	4.9	4.0	5.8	9.2	7.9	2.4	1.6	1.8	5.6
Other	5.6	4.4	5.1	13.5	11.0	12.5	0.0	1.0	.8	8.1
County (Indiana Residents Only)[d]										
Major Industrial	44.6	43.6	44.2	31.7	35.5	34.0	63.9	61.0	61.9	42.7
Metropolitan	26.6	33.2	29.4	34.3	35.2	34.9	18.1	19.3	18.9	20.0
Non Metropolitan	28.8	23.3	26.5	34.0	29.3	31.1	18.1	19.8	19.2	27.3
Entering Semester										
Fall	65.0	61.4	63.5	60.3	67.3	64.5	81.2	79.2	79.8	66.8
Spring	12.7	11.2	12.1	21.8	11.2	15.5	9.4	5.7	6.9	12.9
Summer	22.9	27.4	24.4	17.9	21.5	20.0	9.4	15.1	13.4	20.3
First Semester Attended										
Prior to Fall 1977	17.0	16.6	16.8	12.7	16.1	14.7	15.3	15.1	15.2	15.5
Fall 1977	17.6	14.8	16.4	13.6	18.7	16.7	18.8	25.0	23.1	17.7
Spring	3.9	4.9	4.3	4.8	2.8	3.6	2.4	1.6	1.8	3.5
Summer	10.5	16.1	12.9	6.4	6.6	6.5	3.5	6.8	5.8	8.4
Fall 1978	39.2	40.4	39.7	39.1	40.0	39.6	49.4	46.9	47.7	41.0
Spring	5.6	4.0	4.9	14.5	6.0	9.4	5.9	1.6	2.9	6.9
Summer	6.2	3.1	4.9	8.8	9.8	9.4	4.7	3.1	3.6	7.0

Last Semester Attended IU-Bloomington										
Spring 1979	87.9	90.1	88.8	81.5	79.5	80.3	-	-	-	83.6
Summer I 1979	4.2	3.6	4.0	2.7	4.0	3.5	-	-	-	3.7
Summer II 1979	7.8	6.3	7.2	15.8	16.5	16.2	-	-	-	12.7
Housing										
Residence Halls	60.1	71.7	65.0	50.9	58.1	55.2	-	-	-	59.1
Off Campus Apartments	28.1	24.7	26.7	37.3	30.7	33.3	-	-	-	30.7
Sorority/Fraternity	8.8	0.0	5.1	4.5	1.0	2.4	-	-	-	3.5
University Apartments	0.7	2.2	1.3	1.8	3.7	2.9	-	-	-	2.3
Commute	2.3	1.3	1.9	2.2	3.9	3.1	-	-	-	4.4
Class Standing										
Freshman	66.0	73.1	69.0	74.8	65.3	69.1	45.9	31.3	35.7	63.4
Sophomore	29.1	22.0	26.1	19.7	22.1	21.1	44.7	61.5	56.3	28.7
Other[e]	4.9	4.9	4.9	5.5	12.7	9.8	9.4	7.3	7.9	7.9
Declared Major										
Undeclared[f]	38.6	37.7	38.2	43.9	39.8	41.4	29.4	20.3	23.1	37.3
Declared	61.4	62.3	61.8	56.1	60.2	58.6	70.6	79.7	76.9	62.7

[a]Black, Native American, Hispanic

[b]Caucasian, foreign students, refused to answer, missing data

[c]Illinois, Kentucky, Michigan, and Ohio

[d]N of AD males=278, N of AD females=202, N of VW males=265, N of VW females=403, N of IUT males=83, N of IUT females=187

[e]Junior, Senior, Masters, and Special

[f]Exploratory, undecided

-Data not provided

Table 2. Means and standard deviations for academic dismissals, voluntary withdrawals, and intercampus transfers on academic variables.

STATISTIC	ACADEMIC DISMISSALS Male	Female	Total	VOLUNTARY WITHDRAWALS Male	Female	Total	INTERCAMPUS TRANSFERS Male	Female	Total	TOTAL
SIZE OF HIGH SCHOOL GRADUATION CLASS										
Mean	406	407	407	369	371	370	451	395	412	391
Standard Deviation	270	244	259	239	236	227	234	231	233	245
Number	277	208	485	260	405	665	82	181	263	1413
RELATIVE RANK IN HIGH SCHOOL GRADUATION CLASS[a]										
Mean	52	44	49	44	29	35	44	27	32	39
Standard Deviation	23	22	23	25	22	24	26	19	23	25
Number	277	208	485	260	405	665	82	181	263	1413
SCHOLASTIC APTITUDE TEST - VERBAL										
Mean	405	391	399	441	437	438	424	412	415	421
Standard Deviation	97	97	97	100	100	100	91	96	95	99
Number	251	184	435	230	382	612	77	175	252	129
SCHOLASTIC APTITUDE TEST - MATHEMATICS										
Mean	453	402	431	487	451	465	479	444	455	452
Standard Deviation	109	92	105	112	97	104	96	95	96	104
Number	251	184	435	230	382	612	77	175	252	1299
CUMULATIVE HOURS OBTAINED AT I.U.										
Mean	30.8	31.8	31.2	24.3	30.8	28.2	33.1	39.0	37.2	30.8
Standard Deviation	15.8	15.1	15.5	14.6	21.4	19.3	16.9	20.3	19.5	18.4
Number	306	223	529	312	476	788	84	191	275	1592
CUMULATIVE GPA OBTAINED AT I.U.										
Mean	1.22	1.29	1.25	2.38	2.56	2.49	2.22	2.55	2.45	2.07
Standard Deviation	.54	.52	.53	.74	.75	.75	.66	.58	.62	.88
Number	306	223	529	312	476	788	84	191	275	1592
AGE										
Mean	20.7	20.2	20.5	21.2	21.3	21.3	20.3	20.4	20.4	20.9
Standard Deviation	2.97	2.08	2.64	4.01	4.67	4.41	1.71	2.99	2.66	2.66
Number	306	223	529	330	498	828	85	192	277	1634

[a]Relative rank is the student's rank in high school graduation class divided by the size of the class and multiplied by 100.

When the VWs and the IUTs were compared on these academic variables, it was found that the VWs had higher SAT scores and higher GPAs, while the IUTs had higher relative ranks in their high school graduating classes. None of these differences between VWs and IUTs, however, was statistically significant. It was found that the IUTs had earned a significantly higher number of cumulative hours than had the other two groups.

One additional variable examined was approximate age. Of the three groups, the VWs were the oldest. Closer examination of age revealed that over two-thirds of all students between 28 and 54 had voluntarily withdrawn from the University.

An examination of the factor sex showed that females in all groups were ranked significantly higher than males in their graduation class, had higher GPAs, and had more cumulative hours. Males were higher on both SAT-V and SAT-M but only the SAT-M difference was significant.

A significant interaction was exhibited by relative rank and cumulative hours. In both cases this interaction was always ordinal, i.e., regardless of group females had a higher relative rank and had obtained more cumulative hours. However, the difference between males and females on both variables was much less for ADs than it was for VWs and IUTs, i.e., the difference between male ADs and female ADs was much smaller than the difference between male VWs and female VWs.

The above analysis has pointed to some significant academic differences between the three groups. For example, ADs had a significantly lower GPA than [illegible]er two groups. Previous studies (Brigman and Chase 1981) have [illegible]he variables relative high school rank, SAT-V, and SAT-M to predict first semester GPAs. In order to ascertain if the difference between groups was due primarily to the general level of college ability prior to matriculation, an analysis of covariance was performed on cumulative GPA after adjusting it for relative high school ran, SAT-V, and SAT-M. After adjusting for these effects, the cumulative GPA was still significant overall between the three groups and between the sexes.

Table 3. Two way analyses of covariance of cumulative grade point average adjusted for general college level ability.

Source of Variation	Sum of Square	df	Mean Square	F	P
Main Effects	220.04	3	73.35	239.45	.001
Group	206.39	2	103.20	336.91	.001
Sex	1.83	1	1.83	5.98	.015
Group-Sex Interaction	.80	2	.40	1.31	.27
Covariates	199.32	3	66.44	216.91	.001
Relative Rank	107.02	1	107.02	349.38	.001
SAT-Verbal	8.25	1	8.25	26.92	.001
SAT-Mathematics	2.42	1	2.42	7.91	.005
Error	368.19	1202	.31		
Total	788.34	1210	.65		

Survey Response: Biographic Information

Of the 1,634 students in the population, 42 percent (687 students) across all groups responded to the survey. In addition, 69 letters were returned by the postal service as undeliverable. The largest survey response (46 percent) was from the voluntary withdrawals. Of the ADs, 39 percent responded and 37 percent of the IUTs returned the survey.

No response bias was displayed in the survey returns from academic dismissals.[6] However, voluntary withdrawals returning surveys were better academically and had fewer minorities than the general VW population. Responding intercampus transfers had completed fewer courses, were from larger high schools, and had more males than the general IUT population.

Former VW students responding to the survey were further subdivided based on self reported survey information. Question number 12 on the survey inquired about the student's current plans for additional education. Those who answered "Yes, I am currently enrolled at another educational institution" were classified as Transfers (VWTs); all others were classified as Dropouts (VWDs) - students who had either temporarily or permanently terminated their academic programs of study.

Of the 381 VWs returning the questionnaire, 59 percent (225) were classified as VWDs and 41 percent (156) as VWTs. Appendix D provides descriptive biographic information about these two groups and some interesting differences between VWDs and VWTs are apparent. While 12 percent of the VWDs were married, only 3 percent of the VWTs were. Of the 33 VW minority students returning the survey, only 8 reported that they had transferred to another educational institution. A significant difference between males and females is shown on the housing variable for VWTs. While 70 percent of female VWTs had previously lived in University housing, only 44 percent of the male VWTs lived in University residence halls.

Appendix E presents information on the academic backgrounds. On every academic variable, the VWTs performed better than the VWDs. This difference was statistically significant for relative high school rank, SAT-M, and GPA. Also of interest is the fact that male VWTs scored over 80 points higher than male VWDs on SAT-M. As a group, females had obtained significantly more cumulative hours. In addition, VWDs were significantly older than VWTs.

Over 100 different schools throughout the nation became the new home for VWTs transferring from Bloomington. In most cases fewer than five students enrolled at the same university. Purdue, with 27, received the largest number of transfers. Other schools receiving at least ten students from IU-Bloomington were Ivy Tech, Ball State, Vincennes, and Indiana State University.

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[6]It is necessary in survey research to determine if the individuals who respond are representative of the entire population who received the surveys. Response bias occurs when there is a systematic difference in relevant traits between those individuals who choose to respond and those who choose not to respond. In this study, response bias was investigated by comparing respondents and nonrespondents on the relevant biographic and academic measures. Chi-Square tests were performed for the categorical variables and one-way analyses of variance for the continuous variables (p set at .01).

The remaining analysis of the 687 returned surveys classifies the respondents into four groups; ADs, VWDs, VWTs, and IUTs. Section one discusses responses to questions on the topics of financial aid, employment, career choice, and goal orientation. Section two discusses the list of reasons for leaving IU-Bloomington.

Appendix F presents information on financial aid/employment questions. A greater percentage of IUTs applied for financial aid than any of the other groups. While 60 percent of IUTs applied for financial aid at some time, only 41 percent of the VWTs had ever applied for financial aid. Except for the IUTs, about 15 percent of each group were to receive support for the semester they did not return to IU. This figure was 28 percent for IUTs. One additional noteworthy difference exists between male and female ADs; while only forty-one (41) percent of the male ADs had applied for financial aid, 68 percent of the females had.

Differences between the IUTs and the other groups on past and present employment status are interesting. While more than 30 percent of each of the other groups were employed during the last semester at IU-Bloomington, less than 20 percent of the IUTs were working. At the time the survey was answered, three-fourths of the ADs and VWDs indicated they were presently employed. Both of these groups were no longer engaged in higher education. This compares to the IUTs, of which two-thirds indicated they were presently employed, over one-third were working part time. Almost two-thirds of the VWTs were not employed at all. For both transfer groups, more males were employed than females.

Appendix G presents information relating to career/goal questions on the survey. Research suggests that students who have a definite academic objective carry heavier course loads and achieve more success (Chase and Keene, 1980). Only 11 percent of the VWTs had not decided upon a career goal. This figure was at least 29 percent for each of the other groups. In the same vein, over one-half of the VWTs had never changed their major. On the other hand, more than 30 percent of both dropout groups had never chosen a major. The VWTs further stand out on the variable ultimate degree goal. Only 13 percent were undecided and 45 percent had ambitions beyond a BA degree. The group with the largest number of undecided responses to this question was the VWD one with 44 percent.

The final item on the questionnaire asked the student to provide his/her name and address if he/she was interested in returning to Indiana University within the next year. It was surprising that one-third of the VWTs asked for information. This compares with 84 and 69 percent for the ADs and VWDs, respectively.

Survey Response: Reasons for Not Returning

The next section of the study asked the former students to rate the importance of specific factors in influencing their decision not to return to IUB. The factors were rated as follows:

not a reason in my not returning to IUB (0);
a slightly important reason in my not returning to IUB (1);
a moderately important reason in my not returning to IUB (2);
a very important reason in my not returning to IUB (3).

Table 4. Mean responses of the ten most important reasons given by each group for not returning to Indiana University.

ADs		VWDs		VWTs		IUTs	
Reason	Mean	Reason	Mean	Reason	Mean	Reason	Mean
Low grades	2.50	Unsure of career choice	1.24	Desired major/program not available	1.31	Low grades	1.24
Dissatisfied with academic performance	2.28	Unsure of academic goals	1.24	Achieved my academic goals	.94	Dissatisfied with academic performance	1.19
Dissatisfied with personal achievement	1.88	Personal adjustment problems	1.03	Classes too impersonal	.66	Personal adjustment problems	1.07
Personal adjustment problems	1.54	Cost of tuition	.97	Unsure about career choice	.65	Dissatisfied with personal achievement	1.04
Inadequate study skills	1.36	Dissatisfied with academic performance	.94	Class sizes too large	.64	Cost of tuition	.90
Unsure of academic goals	1.33	Dissatisfied with personal achievement	.93	Dissatisfied with academic advising	.59	Dissatisfied with personal separation	.86
Achieved my academic goals	1.30	Low grades	.83	Dissatisfied with teaching	.58	Unsure of academic goals	.85
Unsure of career choice	1.15	Need a break from studies	.81	Dissatisfied with major department	.58	Unsure of career choice	.85
Lack of contact with faculty	1.07	Inadequate financial aid	.76	Dissatisfied with academic performance	.57	Achieved my academic goals	.78
Dissatisfied with academic advising	1.05	Change in family's ability to provide financial support	.67	Dissatisfied with personal separation	.48	Dissatisfied with living conditions	.69

A mean importance score for each of the 50 reasons was calculated for each of the four groups. Mean importance scores were also calculated for males and females within each group. The data are shown in Appendix H. The ten most important reasons indicated by each group were selected for further analysis and are shown in Table 4. A one-way analysis of variance and the Scheffé multiple range test were used to test for the significance of the differences between the groups on these ten problems.

Predictably, the ADs differed significantly from the other groups in the importance placed on academic factors. Although the ADs were not permitted to return to the University until after one semester had elapsed, at least they could identify the reasons (other than grades) why they would not return. Their perceived reasons may have been factors contributing to their academic status in the first place.

The most important reasons reported by the ADs for their not returning to IUB were their low grades and the accompanying general dissatisfaction with their performance at the University. Personal adjustment problems were also assigned significantly greater importance by the ADs. This group perceived poor study skills and lack of faculty contact as significantly more important reasons for not returning than did the other groups. As a group, the ADs were also unsure of academic goals and career choices. The importance assigned to the reasons varied with sex. Appendix H shows that the males assigned greater importance than the females to all except two of the reasons: unsure of academic goals and dissatisfaction with academic advising.

The reasons rated as most important by the VWDs in their decision not to return to school were their uncertainty both about an academic goal and about a career choice. Forty-four percent of the VWDs indicated that they were undecided about a degree goal and approximately one-third had not chosen a major. The VWDs differed significantly from the VWTs on both of these two reasons and differed significantly from the ADs in the importance placed on career indecision as a reason. The VWDs also placed significantly more importance on cost of tuition and inadequate financial aid than did the VWTs.

Differences between male and female VWDs in the importance they assigned to the reasons are conspicuous. The females rated all but two of the reasons as being more important in their decisions not to return than did the males. "Low grades" and "dissatisfaction with academic performance" were more important to men.

Among the voluntary withdrawals who transferred to other schools (VWTs), there was only one reason given that had a mean importance greater than 1.0. The VWTs assigned significantly greater importance to the fact that the "desired major/program was not available." It is notable that 89 percent of the VWTs reported that they had decided upon a career goal and fewer of the VWTs had changed their major. The VWTs also differed significantly from the VWDs in the importance assigned to "achieved my academic goals." The transfers placed more importance on University-related factors than did the other groups. The VWTs indicated reasons such as class sizes too large; dissatisfaction with academic advising, teaching, and the major department; impersonal classes; and lack of contact with faculty. Most of these reasons were more important to male transfers than to female transfers. One factor, however, was conspicuously more important for females than for males. This was "dissatisfaction with separation from close personal relationships."

Former Student Survey Fall 1979

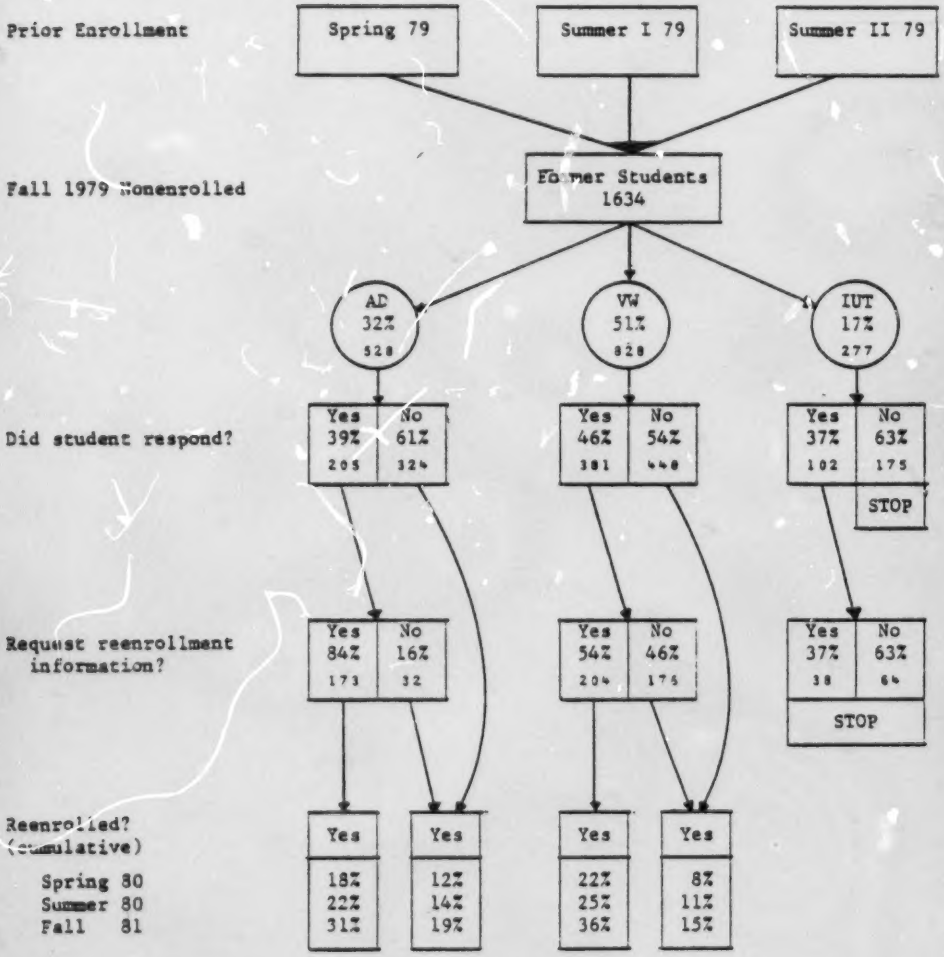

Figure 1

The most important reasons influencing the decision to transfer to a regional campus were "low grades" and "dissatisfaction with academic performance." These reasons differentiated the IUTs from the VWDs and the VWTs. In some respects, the IUTs are similar to the ADs. They both see their academic performance as the most important reason for their not returning to the Bloomington campus. The IUTs also mentioned the cost of tuition, dissatisfaction with separation from close personal relationships, and uncertainty about academic goal/career choice as reasons for not returning to Bloomington. The sex differences were similar to those observed in the other groups. The males considered academic factors more important while the females attributed greater importance to personal adjustment, tuition costs, and dissatisfaction with separation from close personal relationships.

Follow-Up

The final dimension of the results concerns a follow-up of the 1,634 former students. This cohort of students was enrolled during the 1979 spring or summer semesters but did not reenroll for the following fall semester. University records were then examined during the following three semesters to ascertain how many of these former students had reenrolled. Students returning questionnaires were classified as to whether or not they requested reenrollment information. Those who requested such information were contacted directly by University Division staff to facilitate reenrollment procedures. Figure 1 summarizes this information.

Of all those returning the questionnaires, 60 percent requested reenrollment information. Eighty-four (84) percent of the ADs, 54 percent of the VWs and 37 percent of the IUTs requested reenrollment information. Thus, despite leaving the Bloomington campus, a large number of students from each group desired to return and still retained a positive image of the University community.

Also of importance was the number of former students who eventually did return to IU-Bloomington. Thirty-one (31) percent of the ADs requesting information had reenrolled by the fall of 1980 as compared to 19 percent of those ADs either not responding at all to the initial survey or not requesting reenrollment information. For the VWs, 36 percent requesting information had reenrolled as compared to 15 percent of those neither requesting information nor returning the survey.

Thus a higher percentage of students requesting information eventually did return to IU-Bloomington. The survey methodology may ease the reenrollment procedure for many of the former students and facilitate their return to the Bloomington campus.

DISCUSSION

This study provides further support for the complex, multi-faceted nature of college attrition and for the contention that withdrawals must be differentiated into various types. First of all, the ADs must be differentiated from the voluntary withdrawals. The ADs, of course, do not leave the University voluntarily. The aim in this study, however, was to discover the perceived reasons (other than academic failure) why they did not return. These reasons may, in fact, have contributed substantially to their classification as academic dismissals.

The ADs placed importance on their poor study skills and their personal adjustment problems. The dissatisfaction with their academic performance and their personal achievement was also an important factor in their decision. It is noteworthy that the ADs perceived personal characteristics as being more important than institution-related factors such as size, tuition, advising, quality of teaching, etc., in their not returning. Very little dissatisfaction with the University was evident in the responses of the ADs. It may be that the ADs are the students who would have remained at the University had they had the choice. In fact, a high percentage of the ADs requested reenrollment information and about one-third of those reenrolled by Fall 1980. Thus, it seems essential that the University attempt to "flag" the students who are likely to have academic problems so that they can be helped early before attrition occurs. Certain information available at the time of matriculation could be helpful in identifying these students. It will be recalled that the ADs were lowest among all the groups on the academic predictors: relative rank in high school, SAT verbal, and SAT mathematics. Among the minority students who left the University, almost one-half were academic dismissals.

Over one-half of the academic dismissals were males. Furthermore, the male students assigned greater importance to almost all of the reasons for not returning. This finding agrees with previous studies which reported that grade performance tends to be more important for male students than for female students (Spady, 1971). This is especially true during the first year of college when most academic dismissal among males occurs. Perhaps this may be explained by the perception that men's grades are more related to career preparation than are women's, suggesting that the traditional expectation that men will be the prime breadwinners still prevails.

In spite of good academic performance, many students left the University voluntarily. The data in this study revealed varied reasons for leaving and the nature of the reasons supports the need to differentiate the dropout from the transfer when looking at the reasons for voluntary withdrawal.

The most important reasons given by the VWDs were "unsure of career choice" and "unsure of academic goal." The VWDs appeared to be characterized by a low level of commitment to a particular academic or career goal, a level so low that they tended to drop out of higher education. Previous research has identified students' level of educational commitment (after ability) as the most influential factor in determining college completion (Sewell and Shah, 1967). The uncertainty about career and academic goals weighed more heavily in females' decision not to return. Gurin (1968) found that female dropouts tend

to have lower levels of goal commitment relative to persisters than do male dropouts. Since voluntary withdrawal is more common among female dropouts (60 percent of VWDs were female) than male dropouts, it is again implied that goal commitment is related to dropping out in a way which distinguishes the voluntary withdrawal from the academic dismissal.

The VWDs did not mention dissatisfaction with institutional factors with the exception of tuition costs and inadequate financial aid. Evidently their uncertainty about future career plans was compounded by financial problems. Since the VWDs also indicated that they "needed a break from studies," they may return to the University after a break during which they seek employment. The data showed that 54 percent of all the voluntary withdrawals who returned questionnaires requested re-enrollment information.

In contrast to the VWDs, the transfers (VWTs) appeared to be committed to a career goal and it was this commitment that led them to transfer to another institution perceived to be more appropriate for their academic/intellectual needs. The outstanding reason for the VWTs failure to return was that the desired major/program was not available at Indiana University. The VWTs also differed significantly from the VWDs in the importance assigned to "achieved my academic goals." Evidently these students felt that, with their particular goals and career plans, they had achieved all they could at IUB and that it was time to move to another institution. It should also be noted that the transfers more than any other group indicated dissatisfaction with a number of important aspects of the University. Although they didn't assign high importance to these factors in their decision, the VWTs did mention class sizes that were too large; dissatisfaction with academic advising, teaching, and the major department; impersonal classes; and lack of contact with faculty as reasons. The nature of these factors lends further support to the belief that transfers have experienced a lack of congruence between themselves and the academic climate of Indiana University.

Most of the reasons were assigned greater importance by the male transfers than the female transfers. This is to be expected. Since males feel greater pressure to prepare for future occupational placement, they will be motivated to transfer to another school when they perceive their career goals cannot be fulfilled at the former school. One factor was conspicuously more important for female transfers than for males. This was "dissatisfaction with separation from close personal relationships."

Those students who transferred to another campus of Indiana University (IUTs) appeared to be having some academic problems at IUB. They indicated that the important reasons for transferring were "low grades" and "dissatisfaction with academic performance." In some respects, the inter-campus transfers are similar to the academic dismissals. They both see their poor academic performance as the most important reason for not returning to the Bloomington campus. It was reported in the first part of the study that the IUTs and the ADs were not significantly different on SAT scores. Of course, academic problems loom much more important for the ADs.

It was also noted that the IUTs were predominantly residents of the major industrial counties of Indiana, which also happen to be the location of the regional campuses. Perhaps the IUTs hope that through

changing to the smaller regional campus near the support provided by home and familiar surroundings their academic performance could be improved. Two other reasons mentioned by the inter-campus transfers: cost of tuition and dissatisfaction with separation from close personal relationships also suggest that a desire to be closer to their homes might be the motivating factor in their transferring from Bloomington to a regional campus.

Because of the complex nature of attrition, this study cannot define a precise program of retention that will be suitable for every student. Each individual reason for leaving the University reported in the survey was deemed important to some segment of the student population. An examination of these reasons does suggest some approaches that the University can take to address the special needs of students which in turn might improve retention.

Based on the findings of this study, the following suggestions can be made:

(1) Identify the students who are likely to have academic problems early so that they can be helped. The University should continue to provide the basic skills and study skills programs for the students with minimal academic competencies.

(2) A segment of the former student population indicated that they transferred to another university because the desired major/program was not available at IUB. This problem may have occurred because of erroneous information prior to enrollment or later student shifts in program orientation. However, the University may need to initiate research designed to determine what these desired courses or programs were that were not available here.

(3) In spite of academic potential, many students fail to return because of uncertainty and indecision about a major and a career goal. This finding suggests that more information should be made available to students about IU's Career Center which provides counseling and makes referrals for vocational interest testing for students.

(4) More research is needed on the relationship between race and attrition at IU. The reasons for leaving given by minority students should be identified so that renewed effort could be made to retain these students.

(5) This type of survey of former students should be continued as an inexpensive way for the University to reenroll qualified former students who have an investment in the University and in whom the University has already invested a great deal of time, energy, and money.

(6) More financial aid will be an important factor in the retention of students.

SUMMARY

This study focused on 1,634 University Division students at IU-Bloomington who were enrolled in the 1979 Spring or Summer semester but who did not reenroll in the 1979 Fall semester. The first part of the study analyzed this population based on information available from the University's student files.

► 32% Academic Dismissals
- had an overrepresentation of male students and minority students.
- were the lowest group on measures of academic aptitude.

► 51% Voluntary Withdrawals
- had an overrepresentation of female students and out-of-state students.
- were the highest of all groups on SATV, SATM and cumulative GPA.
- had more married and more older students.

► 17% Intercampus Transfers
- had an overrepresentation of female students.
- were predominantly from major industrial counties.
- were not significantly different on SATV and SATM than the academic dismissals.
- had more students who had declared a major.

• Females in all three groups were significantly higher than males in HSR, GPA, and cumulative hours. Males in all three groups were higher on SAT scores, but only the SATM difference was significant.

Survey questionnaires were mailed and returned by 42 percent of the former students. Based on this information, voluntary withdrawals were further subdivided into two groups: Voluntary Withdrawal Transfers and Voluntary Withdrawal Dropouts.

• There was a higher concentration of married students, females, and minorities among voluntary dropouts.

• Voluntary withdrawal transfers had performed better than dropouts on every academic variable.

• Transfer students enrolled in over 100 different schools with Purdue receiving the most (27).

Survey data were then examined to characterize the groups and to assess the major reasons for leaving IUB.

► Academic Dismissals
- were dissatisfied with personal achievement and academic performance.
- indicated personal adjustment problems.
- 85% of survey returns requested reenrollment information.

► Voluntary Withdrawals
- were unsure of career choice and academic goals.
- indicated personal adjustment problems.
- were concerned about cost of tuition.

► Voluntary Withdrawal Transfers
- indicated desired program not available.
- showed some dissatisfaction with class size and impersonality of University.
- felt less strongly about specific reasons for leaving.
- 89% indicated some career goal and degree expectations, exceeding all other groups.

► Intercampus Transfers
- had low grades.
- were characterized by poor academic performance.
- indicated personal adjustment problems.
- 60% had previously applied for financial aid.

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Appendix A

SURVEY OF FORMER STUDENTS

University Division
and
Bureau of Evaluative Studies and Testing

GENERAL INFORMATION

For each of the following items, please check (✓) the response that most accurately describes you during the last semester you were enrolled at Indiana University-Bloomington (IUB)

1. Sex:
   - ___Female
   - ___Male

2. Last semester attended:
   - ___Fall semester
   - ___Spring semester
   - ___1st Summer Session
   - ___2nd Summer Session

3. How do you describe yourself?
   - ___American Indian or Alaskan Native
   - ___Asian, Pacific Islander, or Filipino
   - ___Black or Afro-American
   - ___Hispanic, Chicano, or Spanish-speaking American
   - ___White or Caucasian
   - ___Other, please specify:_____

4. Do you feel that you have a permanent handicap?
   - ___No
   - ___Yes, restricted mobility
   - ___Yes, restricted hearing
   - ___Yes, restricted vision
   - ___Yes, but I prefer not to record it on this form
   - ___Other, please specify:_____

5. Last semester housing:
   - ___Residence Hall
   - ___Fraternity/Sorority
   - ___Residing with parent(s) or spouse (commuter)
   - ___Off-campus Bloomington area (non-commuter)
   - ___Other, please specify:_____

6. During last semester, had you selected an academic major?
   - ___Yes, please specify:_____
   - ___No

7. Did you apply for financial aid?

   A. At any time at IUB?
   - ___No
   - ___Yes, and I received it
   - ___Yes, but I did not receive it
   - ___Yes, but I left before I found out if I received it

   B. For the semester you did not return to IUB?
   - ___No
   - ___Yes, and I received it
   - ___Yes, but I did not receive it
   - ___Yes, but I left before I found out if I received it

8. Employment situation:

   A. Last semester at IUB
   - ___Not employed
   - ___Employed 1-10 hours per week
   - ___Employed 11-20 hours per week
   - ___Employed 21-30 hours per week
   - ___Employed 31 or more hours per week

   B. If employed, was employment:
   - ___On-campus
   - ___Off-campus

   C. Present employment:
   - ___Not employed at all
   - ___Employed part-time
   - ___Employed full-time
   - ___Serving in military
   - ___Other, please specify_____

9. Beginning at the left side of the ENROLLMENT PATTERN below, please circle (A) the first semester that you attended IUB, and fill in (B) the year. Continue the pattern to indicate all semesters you have attended IUB.

ENROLLMENT PATTERN												
A. SEMESTER:	Fall	Spring	1st Sum Session	2nd Sum Session	Fall	Spring	1st Sum Session	2nd Sum Session	Fall	Spring	1st Sum Session	2nd Sum Session
B. YEAR	___	___	___	___	___	___	___	___	___	___	___	___

Please circle the response which indicates the importance of each statement listed below in your not returning to IUB.

Very important reason in my not returning to IUB 3
Moderately important reason in my not returning to IUB 2
Slightly important reason in my not returning to IUB 1
Not a reason in my not returning to IUB 0

STATEMENT	Very Important	Moderately Important	Slightly Important	Not a Reason
Personal adjustment problems	3	2	1	0
Achieved my academic goals	3	2	1	0
Dissatisfied with my academic performance	3	2	1	0
Late receipt of financial aid award notice	3	2	1	0
Course work not challenging	3	2	1	0
Needed a break from studies	3	2	1	0
Received financial aid at another school	3	2	1	0
Lack of recreational opportunities	3	2	1	0
Dissatisfied with personal achievement	3	2	1	0
Change in family's ability to provide financial support	3	2	1	0
Low grades	3	2	1	0
Found study too time-consuming	3	2	1	0
Dissatisfied with teaching	3	2	1	0
Unsure/undecided about career choice	3	2	1	0
Courses too difficult	3	2	1	0
Dissatisfied with major department	3	2	1	0
Personal illness	3	2	1	0
Change in marital status	3	2	1	0
Class sizes too large	3	2	1	0
Changed career plans to vocation where college degree not needed	3	2	1	0
Could not find adequate employment while enrolled.	3	2	1	0
Desired major/program not available	3	2	1	0
Dissatisfied with social life	3	2	1	0
Dissatisfied with grading policies	3	2	1	0
Felt isolated	3	2	1	0
Dissatisfied with religious environment	3	2	1	0
Inadequate study skills	3	2	1	0
Lack of interesting academic programs	3	2	1	0
Dissatisfied with cultural activities	3	2	1	0
Dissatisfied with separation from close personal relationships	3	2	1	0
Ineligible for financial aid	3	2	1	0
Dissatisfied with academic advisory services	3	2	1	0
Dissatisfied with living conditions	3	2	1	0
Did not make new friends	3	2	1	0
Fulfilled my personal goals in schooling	3	2	1	0
Home/family responsibilities too great	3	2	1	0
Family moved	3	2	1	0
College experience was not what I expected	3	2	1	0
Lack of contact with faculty	3	2	1	0
Problems with roommate	3	2	1	0
Cost of tuition	3	2	1	0
Lack of interest in program of study	3	2	1	0
Unsure of my academic goals	3	2	1	0
Classes too impersonal	3	2	1	0
Unable to work and go to school at the same time	3	2	1	0
Inadequate financial aid	3	2	1	0
Could not get into desired classes	3	2	1	0
Unable to identify with other students	3	2	1	0
Loss of financial aid	3	2	1	0
Illness/death in immediate family	3	2	1	0

Please check (✓) the appropriate response for the following items.

10. When did you decide upon a career goal for your life?

___Elementary School
___Grades 7-9
___Tenth Grade
___Eleventh Grade
___Twelfth Grade
___First Semester-College
___Second Semester-College
___After the first year of college
___Have not decided
___Other, please specify_____

11. Number of times you changed your major or area of study while enrolled at IUB.

___Never decided on a major or area of study
___Never changed my major or area of study
___One time
___Two times
___Three times
___Four or more times

12. Do you currently have plans for additional education?

___No, not at this time
___Yes, I plan to reenroll at IUB (Please provide your name and address in the section below)
___Yes, I plan to enroll at another campus of Indiana University
___Yes, I plan to enroll at another educational institution
___Yes, I am already enrolled at another campus of Indiana University
___Yes, I am already enrolled at another educational institution
___I am currently undecided about any additional education

Name of current or future educational institution:_____

13. What degree were you working toward at IUB, and what is the highest degree you ultimately plan to earn?

IUB	Ultimate	
		Have not decided
____	____	Not seeking a certificate or degree
____	____	Certificate
____	____	Associate Degree
____	____	Bachelor's Degree
____	____	Professional Degree (e.g. Law, Medical Profession, etc.)
____	____	Master's Degree
____	____	Doctorate (Ph.D., Ed.D., etc.)

If you are interested in returning to Indiana University within the next year, we will be glad to respond to your request for information about services available to students. Please check the areas for which you would like further information.

___Financial aid to attend I.U. (Scholarships and Financial Aids)
___Housing (Halls of Residence)
___Information on returning to IUB (University Division)
___Other, please specify:_____

If you have checked any of the above items, please provide your name and current address. This information must be provided for us to respond to any request.

NAME _____

ADDRESS _____

_____

_____

PHONE (optional) _____

THANK YOU!

Appendix B

INDIANA UNIVERSITY

THE UNIVERSITY DIVISION

OFFICE OF THE DEAN
104 Maxwell Hall
Bloomington, Indiana 47405
(812) 337-4961

Dear

Our institutional records indicate that you are a former student at the Bloomington campus of Indiana University. Although you are not enrolled at IU at this time, we continue to be interested in you and would like to know what you are doing.

We feel that a survey of former students at IU will provide the University with invaluable information. Therefore, we have enclosed a confidential questionnaire for you. Please take the time (approximately 8 minutes) to complete the questionnaire and return it as soon as possible in the self-addressed stamped envelope.

Your response to this survey is critical. The more responses we receive, the better our survey will represent the attitudes and problems of our students.

If you are interested in, or have any questions about, returning to Indiana University in the future, please complete the name and current address section on the last page of the questionnaire. We will respond to your inquiries immediately.

Thank you for your cooperation and good luck in your present and future endeavors.

Sincerely,

Larry F. Campbell
Dean

LFC:cjt

Enclosure

Appendix C

INDIANA UNIVERSITY

THE UNIVERSITY DIVISION

OFFICE OF THE DEAN
104 Maxwell Hall
Bloomington, Indiana 47405
(812) 337-4961

Dear Former Student:

Within the last three weeks you should have received a questionnaire about your reasons for leaving the Bloomington campus of Indiana University and about your present activities. If you have responded to this survey, we thank you for your cooperation. Whether you are not attending school or are enrolled at another institution, we continue to be interested in you and appreciate your response.

If you have not yet replied to the survey, would you please take a few minutes to complete the enclosed questionnaire and return it as soon as possible in the self-addressed stamped envelope? To help us plan for the Bloomington campus of Indiana University and meet the needs of its students, it is essential that we receive as many completed questionnaires as possible. Your response to this survey is critical.

If you are interested in, or have questions about, returning to the Bloomington campus in the future, please complete the name and current address section on the last page of the questionnaire. We will respond to your inquiries immediately.

Again, thank you for your cooperation and good luck in your present and future endeavors.

Sincerely,

Larry F. Campbell
Dean

LFC:cjt

Enclosures: 2

Appendix D

Percentages of Voluntary Withdrawal Dropouts (VWD) and Voluntary Withdrawal Transfers (VWT) on biographic variables based on survey respondents

Biographic Variables	Voluntary Withdrawals Dropouts			Voluntary Withdrawals Transfers		
	Male N=89	Female N=136	Total N=225	Male N=52	Female N=104	Total N=156
Race						
Minority[a]	12.4	10.3	11.1	11.5	1.9	5.1
Other[b]	87.6	89.7	88.9	88.5	98.1	94.9
Marital Status						
Married	6.7	14.7	11.6	1.9	3.8	3.2
Single	93.3	85.3	88.4	98.1	96.2	96.8
State of Residence						
Indiana	82.0	83.1	82.7	82.7	69.2	73.7
Contiguous States[c]	7.9	8.1	8.0	5.8	14.4	11.5
Other	10.1	8.8	9.4	11.5	16.4	14.7
County (Indiana Residents Only)[d]						
Major Industrial	44.4	30.4	35.8	25.6	31.5	29.3
Metropolitan	26.4	38.3	33.7	41.9	30.1	34.5
Non Metropolitan	29.2	31.3	30.5	32.6	[illegible]	36.2
Entering Semester						
Fall	58.4	66.2	63.1	65.4	79.8	75.0
Spring	19.1	11.0	14.2	11.5	6.7	8.3
Summer	22.5	22.8	22.7	23.1	13.5	16.7
First Semester Attended						
Prior to Fall 1977	11.2	13.2	12.4	9.6	12.5	11.5
Fall 1977	15.7	20.6	18.7	13.5	26.0	21.8
Spring	3.4	2.2	2.7	0.0	0.0	0.0
Summer	10.1	6.6	8.0	3.8	2.9	3.2
Fall 1978	36.0	39.7	38.2	46.2	48.1	47.4
Spring	13.5	6.6	9.3	11.5	3.8	6.4
Summer	10.1	11.0	10.7	15.4	6.7	9.6
Last Semester Attended IU-Bloomington						
Spring 1979	80.9	77.2	78.7	73.1	82.7	79.5
Summer I 1979	4.5	5.1	4.9	0.0	2.9	1.9
Summer II 1979	14.6	17.6	16.4	26.9	14.4	18.6
Housing						
Residence Halls	55.1	56.7	56.1	44.2	69.2	60.9
Off Campus Apts.	33.7	28.4	30.5	38.5	25.0	29.5
Sorority/Fraternity	4.5	0.0	1.8	7.7	1.0	3.2
University Apts.	1.1	3.0	2.2	0.0	2.9	1.9
Commute	5.6	11.9	9.4	9.6	1.9	4.5
Class Standing						
Freshman	79.8	68.4	72.9	69.2	59.6	62.8
Sophomore	16.9	22.8	20.4	21.2	25.0	23.7
Other[e]	3.4	8.8	6.7	9.6	15.4	13.5
Declared Major						
Undeclared[f]	47.2	36.8	40.9	34.6	32.7	33.3
Declared	52.8	63.2	59.1	65.4	67.3	66.7

[a] Black, Native American, Hispanic
[b] Caucasian, foreign students, refused to answer, missing data
[c] Illinois, Kentucky, Michigan, Ohio
[d] N of VWD Males=72, N of VWD Females=115, N of VWT Males=43, N of VWT Females=73
[e] Junior, Senior, Masters, Special
[f] Exploratory, undecided

Appendix E

Means and Standard Deviations for Voluntary Withdrawal Dropouts and Voluntary Withdrawal Transfers on academic variables based on survey respondents

Statistic	Voluntary Withdrawal Dropouts			Voluntary Withdrawal Transfers		
	Male	Female	Total	Male	Female	Total
Size of High School Graduation Class						
Mean	399	398	398	355	376	370
Standard Deviation	241	261	253	230	258	249
Number	73	107	180	40	89	129
Relative Rank In High School Graduation Class						
Mean	47	29	37	28	20	23
Standard Deviation	26	21	25	22	14	17
Number	73	107	180	40	89	129
Scholastic Aptitude Test - Verbal						
Mean	441	449	446	485	452	462
Standard Deviation	103	101	102	94	92	93
Number	63	105	168	36	83	119
Scholastic Aptitude Test - Mathematics						
Mean	487	456	467	570	479	507
Standard Deviation	111	93	101	104	90	103
Number	63	105	168	36	83	119
Cumulative Hours Obtained at IU						
Mean	24.4	29.5	26.9	24.7	34.8	31.6
Standard Deviation	14.3	18.9	17.3	15.7	20.6	19.7
Number	87	131	218	50	104	154
Cumulative GPA Obtained at IU						
Mean	2.34	2.56	2.47	2.85	2.76	2.79
Standard Deviation	.71	.68	.70	.68	.56	.60
Number	87	131	218	50	104	154
Age						
Mean	21.36	21.76	21.60	20.10	20.45	20.33
Standard Deviation	4.65	4.69	4.67	2.89	4.49	4.02
Number	89	136	225	52	104	156

Appendix F

Percentages of Academic Dismissals, Voluntary Withdrawal Dropouts, Voluntary Withdrawal Transfers, and Intercampus Transfers on financial/employment variables based on survey respondents

Financial/Employment Variables	Academic Dismissals			Voluntary Withdrawal Dropouts			Voluntary Withdrawal Transfers			Intercampus Transfers		
	Male N=112	Female N=92	Total N=204	Male N=89	Female N=136	Total N=225	Male N=52	Female N=104	Total N=156	Male N=45	Female N=57	Total N=102
Applied for financial aid at any time												
No	58.9	31.5	46.6	46.4	54.4	52.4	59.6	61.5	60.9	40.4	40.4	40.2
Yes, received it	29.5	45.7	36.8	29.2	28.7	28.9	19.2	24.0	22.4	35.6	38.6	37.3
Yes, did not receive	8.9	21.7	14.7	19.1	15.4	16.9	19.2	14.4	16.0	24.4	19.3	21.6
Yes, notified late	2.7	1.1	2.0	2.2	1.5	1.8	1.9	0.0	0.6	0.0	1.8	1.0
Applied for financial aid semester did not return												
No	79.5	66.3	73.5	75.3	73.5	74.2	80.8	76.0	77.6	60.0	66.7	63.7
Yes, received it	8.9	12.0	10.3	7.9	12.2	11.1	11.5	13.5	12.8	31.1	21.1	25.5
Yes, did not receive	6.3	15.2	10.3	13.5	8.8	10.7	5.8	9.6	8.3	6.7	8.8	7.8
Yes, notified late	5.4	6.5	5.9	3.4	4.4	4.0	1.9	1.0	1.3	2.2	3.5	2.9
Employed last semester at IU												
No	66.2	70.7	67.6	60.7	61.0	60.9	59.6	71.2	67.3	88.9	75.4	81.4
1-20 hours	23.2	18.5	21.1	21.4	24.3	23.1	17.3	21.1	19.9	11.1	22.8	17.6
More than 20 hours	11.6	10.9	11.3	18.0	14.7	16.0	23.1	7.6	12.8	0.0	1.8	1.0
Location of employment[a]												
On campus	38.1	50.0	42.9	28.6	53.7	43.8	38.1	60.3	51.9	50.0	71.4	65.0
Off campus	61.9	50.0	57.1	71.4	46.3	56.2	61.9	39.7	48.1	50.0	28.6	35.0
Present Employment												
Not	25.9	23.9	25.0	18.0	29.4	24.9	48.1	69.2	62.2	24.4	40.4	33.3
Part time	17.0	25.0	20.6	15.7	16.2	16.0	28.8	25.0	26.3	28.9	42.1	36.3
Full time	54.5	51.1	52.9	64.0	52.9	57.3	11.5	4.8	7.1	46.7	17.5	30.4
Other	2.7	0.0	1.5	2.2	1.5	1.8	11.5	1.0	4.5	0.0	0.0	0.0

[a]Excluding blank responses (N of ADs=70, N of VWDs=89, N of VWTs=52, N of IUTs=20)

APPENDIX G

Percentages of Academic Dismissals, Voluntary Withdrawal Dropouts, Voluntary Withdrawal Transfers, and Intercampus Transfers on career/goal variables based on survey respondents

Career/Goal Variables	Academic Dismissals			Voluntary Withdrawal Dropouts			Voluntary Withdrawal Transfers			Intercampus Transfers		
	Male N=112	Female N=92	Total N=204	Male N=89	Female N=136	Total N=225	Male N=52	Female N=104	Total N=156	Male N=45	Female N=57	Total N=102
When career goal was decided												
Before Grade 9	8.0	13.0	10.3	10.1	16.9	14.2	7.7	23.1	17.9	8.9	14.0	11.8
Grade 10-11	23.2	29.3	26.0	12.4	13.2	12.9	26.9	25.0	25.6	22.2	17.5	19.6
Grade 12	11.6	9.8	10.8	16.9	11.8	13.8	17.3	13.5	14.7	15.6	12.3	13.7
First year college	9.8	12.0	10.8	9.0	11.0	10.2	19.2	12.5	14.7	6.7	7.0	6.9
After first year college	13.4	13.0	13.2	12.4	8.1	9.8	19.2	14.4	16.0	8.9	17.5	13.7
Not decided, blank	33.9	22.8	28.9	39.3	39.0	39.1	9.6	11.5	10.9	37.8	31.6	34.3
Number of times major changed												
Never chosen	33.0	29.3	31.4	42.7	34.6	37.8	32.7	20.2	24.4	35.6	22.8	28.4
Never changed	38.4	29.3	34.3	33.7	39.0	36.9	50.0	53.8	52.6	42.2	38.6	40.2
One time	11.6	20.6	15.7	12.4	10.2	11.1	13.5	19.2	17.3	11.1	19.3	15.7
Two times	5.4	6.5	5.9	4.5	6.6	5.8	1.9	3.8	3.2	4.4	8.8	6.9
More than two times	2.7	7.6	4.9	3.3	4.4	4.0	0.0	1.0	0.6	2.2	5.3	3.9
Blank	8.9	6.5	7.8	3.4	5.1	4.4	1.9	1.9	1.9	4.4	5.3	4.9
Degree goal at IU-Bloomington												
Undecided[a]	38.4	41.3	39.7	52.8	36.0	42.7	44.2	39.4	41.0	31.1	42.1	37.3
Certificate, AA	2.7	5.4	3.9	7.9	8.1	8.0	0.0	2.9	1.9	4.7	1.8	3.9
B.A.	49.1	47.8	48.5	33.7	50.7	44.0	48.1	55.8	53.2	60.0	50.9	54.9
Professional	5.4	2.2	3.9	1.1	1.5	1.3	5.8	1.0	2.6	2.2	3.5	2.9
M.A., PhD.	4.5	3.3	3.9	4.5	3.7	4.0	1.9	1.0	1.3	0.0	1.8	1.0
Ultimate degree goal												
Undecided[a]	33.0	37.0	34.8	48.3	41.2	44.0	9.6	14.4	12.8	37.8	17.5	26.5
Certificate, AA	3.6	4.3	3.9	1.1	2.2	1.8	3.8	7.7	6.4	2.0	2.0	3.9
B.A.	26.8	22.8	25.0	16.9	24.3	21.3	34.6	35.6	35.3	22.2	38.6	31.4
Professional	9.8	7.6	8.8	7.9	8.1	8.0	17.3	9.6	12.2	13.3	8.8	10.8
M.A., PhD.	26.8	28.3	27.5	25.8	24.3	24.9	34.6	32.7	33.3	22.2	31.6	27.5
Requested information												
Yes	87.5	79.3	83.8	73.0	65.4	68.4	26.9	36.5	33.3	75.6	52.9	60.7
No	12.5	20.7	16.2	27.0	34.6	31.6	73.1	63.5	66.7	24.4	47.4	37.3

[a]Blank, undecided, not seeking degree.

Appendix H

Mean responses to reasons for leaving the University

	Academic Dismissals			Voluntary Withdrawal Dropouts			Voluntary Withdrawal Transfers			Intercampus Transfers		
	Male N=112	Female N=92	Total N=204	Male N=89	Female N=136	Total N=225	Male N=52	Female N=104	Total N=156	Male N=45	Female N=57	Total N=102
Personal adjustment problems	1.63	1.42	1.54	1.01	1.04	1.03	.57	.42	.50	1.04	1.10	1.07
Achieved my academic goals	1.31	1.29	1.30	.63	.40	.51	.87	1.00	.94	.80	.75	.77
Dissatisfied with my academic performance	2.30	2.25	2.28	.97	.90	.94	.65	.49	.57	1.24	1.14	1.19
Late receipt of financial aid award notice	.24	.41	.33	.26	.13	.20	.12	.13	.13	.22	.30	.26
Course work not challenging	.29	.25	.27	.22	.12	.17	.42	.12	.27	.22	.07	.14
Needed a break from studies	.98	1.04	1.01	.73	.89	.81	.01	.01	.01	.36	.11	.24
Received financial aid at another school	.03	.00	.02	.10	.07	.09	.42	.24	.33	.02	.09	.06
Lack of recreational opportunities	.11	.13	.12	.09	.17	.13	.12	.14	.13	.13	.00	.06
Dissatisfied with personal achievement	1.92	1.83	1.88	.93	.93	.93	.60	.44	.52	1.16	.91	1.04
Change in family's ability to provide financial support	.56	.78	.67	.62	.71	.67	.15	.28	.22	.69	.53	.61
Low grades	2.56	2.41	2.50	.88	.77	.83	.50	.33	.42	1.38	1.09	1.22
Found study too time consuming	.71	.47	.59	.35	.47	.41	.21	.16	.19	.18	.16	.17
Dissatisfied with teaching	.96	1.00	.98	.54	.57	.55	.54	.62	.58	.62	.54	.58
Unsure/undecided about career choice	1.21	1.09	1.15	1.19	1.28	1.24	.75	.54	.65	.89	.81	.85
Courses too difficult	.66	.71	.69	.25	.37	.31	.13	.19	.16	.29	.28	.29
Dissatisfied with major department	.54	.48	.51	.31	.32	.32	.69	.47	.58	.36	.18	.27
Personal illness	.26	.60	.43	.26	.30	.28	.10	.09	.09	.11	.21	.16
Change in marital status	.12	.21	.17	.06	.40	.23	.00	.20	.13	.09	.11	.10
Classes sizes too large	.87	.75	.81	.48	.46	.47	.67	.60	.64	.44	.53	.49
Changed career plans to vocation where college degree not needed	.23	.14	.19	.34	.29	.32	.29	.19	.24	.02	.09	.06
Could not find adequate employment while enrolled	.17	.29	.23	.26	.35	.31	.10	.05	.08	.36	.16	.26
Desired major/program not available	.21	.22	.22	.42	.32	.37	1.77	.84	1.31	.29	.28	.28
Dissatisfied with social life	.46	.46	.46	.34	.44	.40	.25	.29	.27	.36	.39	.37
Dissatisfied with grading policies	.70	.61	.66	.21	.23	.22	.35	.26	.31	.58	.21	.40
Felt isolated	.52	.48	.50	.44	.35	.39	.23	.40	.32	.22	.35	.29

Dissatisfied with religious environment	.12	.11	.12	.10	.22	.16	.08	.10	.09	.18	.14	.16
Inadequate study skills	1.43	1.29	1.36	.65	.53	.59	.27	.22	.25	.60	.42	.51
Lack of interesting academic programs	.48	.52	.50	.28	.29	.29	.44	.15	.26	.13	.09	.11
Dissatisfied with cultural activities	.15	.15	.15	.17	.07	.12	.21	.12	.16	.07	.00	.04
Dissatisfied with separation from close personal relationships	.72	.56	.64	.47	.65	.56	.15	.80	.48	.75	.96	.86
Ineligible for financial aid	.24	.49	.37	.63	.60	.62	.25	.36	.31	.38	.51	.45
Dissatisfied with academic advisory services	.96	1.14	1.05	.54	.69	.62	.56	.62	.59	.49	.82	.66
Dissatisfied with living conditions	.72	.75	.74	.49	.53	.51	.23	.47	.35	.71	.67	.69
Did not make new friends	.21	.08	.15	.18	.16	.17	.13	.11	.12	.27	.19	.23
Fulfilled my personal goals in schooling	.38	.38	.38	.25	.28	.27	.23	.46	.35	.18	.14	.16
Home/family responsibilities too great	.48	.55	.52	.45	.56	.51	.12	.17	.15	.62	.40	.51
Family moved	.10	.13	.12	.22	.28	.25	.00	.23	.16	.04	.07	.06
College experience was not what I expected	.66	.65	.66	.43	.32	.38	.21	.21	.21	.31	.18	.25
Lack of contact with faculty	1.15	.98	1.07	.48	.43	.45	.52	.54	.53	.56	.54	.55
Problems with roommate	.39	.70	.55	.27	.35	.31	.27	.39	.33	.73	.61	.67
Cost of tuition	.67	.93	.80	.93	1.01	.97	.44	.43	.44	.76	1.04	.91
Lack of interest in program of study	.97	.68	.83	.58	.53	.55	.46	.38	.42	.47	.32	.39
Unsure of my academic goals	1.29	1.37	1.33	1.21	1.26	1.24	.62	.48	.55	.80	.91	.86
Classes too impersonal	.98	1.09	1.01	.58	.57	.58	.71	.60	.66	.56	.44	.50
Unable to work and go to school at the same time	.53	.49	.51	.49	.60	.55	.12	.12	.12	.40	.21	.31
Inadequate financial aid	.24	.65	.45	.71	.80	.76	.35	.26	.31	.71	.65	.68
Could not get into desired classes	.64	.48	.56	.43	.32	.38	.44	.38	.41	.18	.39	.29
Unable to identify with other students	.32	.23	.28	.33	.24	.29	.15	.10	.13	.09	.05	.07
Loss of financial aid	.08	.28	.18	.31	.21	.26	.04	.10	.07	.29	.21	.25
Illness/death in immediate family	.19	.38	.29	.19	.07	.13	.02	.07	.05	.18	.18	.18